



DRS-INTERPRETER FOR THE DEAF

CHARACTERISTICS OF WORK:

This is professional-level interpreting work providing interpreting services to deaf or hearing-impaired clients. This work also involves instructional and/or supervisory work in teaching independent living skills to the deaf or hearing-impaired and includes instructing others in American Sign Language (ASL) and demonstrating the use of adaptive technology. Some examples of supplementary assignments are interpreting for doctor's appointments, interpreting for job interviews, interpreting for deaf persons attending workshops or departmental lectures, classroom interpreting, and on-the-job training. Incumbents generally work under the supervision of an administrative superior and may supervise lower-level staff.

MINIMUM QUALIFICATIONS:

These minimum qualifications have been agreed upon by Subject Matter Experts (SMEs) in this job class and are based upon a job analysis and the essential functions. However, if a candidate believes he/she is qualified for the job although he/she does not have the minimum qualifications set forth below, he/she may request special consideration through substitution of related education and experience, demonstrating the ability to perform the essential functions of the position. Any request to substitute related education or experience for minimum qualifications must be addressed to the State Personnel Board in writing, identifying the related education and experience which demonstrates the candidate's ability to perform all essential functions of the position.

EXPERIENCE/EDUCATIONAL REQUIREMENTS:

Education:

Graduation from a standard four-year high school or equivalent (GED);

AND

Experience:

Two (2) years of experience in work related to the described duties;

AND

Certification:

A Quality Assurance Level II (or higher) screening by the Mississippi Registry of Interpreters for the Deaf or equivalent, or National Certification (NAD/RID).

Required Documentation:

Applicant must provide valid proof of a Quality Assurance Level II (or higher) Screening by the Mississippi Registry of Interpreters for the Deaf or equivalent, or proof of National certification (NAD/RID), whichever is applicable.

PHYSICAL REQUIREMENTS:

These physical requirements are not exhaustive, and additional job related physical requirements may be added to these by individual agencies on an as needed basis. Corrective devices may be used to meet physical requirements. These are typical requirements; however, reasonable accommodations may be possible.

Moderate Work: May frequently exert force equivalent to lifting up to approximately 25 pounds and/or occasionally exert force equivalent to lifting up to approximately 50 pounds.

Vision: Requires the ability to perceive the nature of objects by the eye.

Near Acuity: Clarity of vision at 20 inches or less.

Midrange: Clarity of vision at distances of more than 20 inches and less than 20 feet.

Far Acuity: Clarity of vision at 20 feet or more.

Peripheral: Ability to observe an area that can be seen up and down or to the left and right while eyes are fixed at a given point.

Depth Perception: Three dimensional vision, ability to judge distances and spatial relationships.

Ability to adjust focus: Ability to adjust the eye to bring an object into sharp focus.

Speaking/Hearing: Possesses the ability to give and receive information through speaking and listening skills.

Motor Coordination: While performing the duties of this job, the incumbent is regularly required to sit; use hands to finger, handle or feel objects, tools, or controls; and reach with hands and arms. The incumbent is frequently required to stand; and walk. The incumbent is occasionally required to climb or balance; and stoop, kneel, crouch, or bend.

COMPETENCIES:

The following competencies describe the knowledge, skills, abilities, and attributes that lead to a successful employee in this position. An applicant will be expected to exhibit these competencies or the ability to reach competency achievement within a specified time. These competencies are linked to the essential functions of the job. Employees in this position may be evaluated on these competencies as part of the performance appraisal system. Example behaviors are listed below each competency and are used for illustrative purposes only. Specific behaviors may be identified and included later by the hiring agency. It is understood that some of these behaviors might not be acquired until a reasonable time after hire. Failure of an employee to successfully demonstrate some or all of these competencies, as deemed important by his or her reporting official, may result in the employee being placed on a performance improvement plan. If after a reasonable period of time, usually three (3) months, the employee fails to demonstrate successful performance, the employee may be terminated. These competencies include, but are not limited to, the following:

PUBLIC SECTOR COMPETENCIES:

Integrity and Honesty: Demonstrates a sense of responsibility and commitment to the public trust through statements and actions.

Models and demonstrates high standards of integrity, trust, openness, and respect for others. Demonstrates integrity by honoring commitments and promises. Demonstrates integrity by maintaining necessary confidentiality.

Work Ethic: Is productive, diligent, conscientious, timely, and loyal.

Conscientiously abides by the rules, regulations, and procedures governing work.

Service Orientation: Demonstrates a commitment to quality public service through statements and actions.

Seeks to understand and meets and/or exceeds the needs and expectations of customers. Treats customers with respect, responding to requests in a professional manner, even in difficult circumstances. Provides accurate and timely service. Develops positive relationships with customers.

Accountability: Accepts responsibility for actions and results.

Is productive and carries fair share of the workload. Focuses on quality and expends the necessary time and effort to achieve goals. Demonstrates loyalty to the job and the agency and is a good steward of state assets. Steadfastly persists in overcoming obstacles and pushes self for results. Maintains necessary attention to detail to achieve high-level performance. Deals effectively with pressure and recovers quickly from setbacks. Takes ownership of tasks, performance standards, and mistakes. Has knowledge of how to perform one's job. Knows the organization's mission and functions and how it fits into state government.

Self Management Skills: Effectively manages emotions and impulses and maintains a positive attitude.

Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works effectively and cooperatively with others to achieve goals. Treats all people with respect, courtesy, and consideration. Communicates effectively. Remains open to new ideas and approaches. Avoids conflicts of interest. Promotes cooperation and teamwork.

Interpersonal Skills: Shows understanding, courtesy, tact, empathy, and concern to develop and maintain relationships.

Demonstrates cross cultural sensitivity and understanding. Identifies and seeks to solve problems and prevent or resolve conflict situations. Encourages others through positive reinforcement.

Communication Skills: Receives, attends to, interprets, and responds to verbal messages and expresses information to individuals or groups effectively.

Receives other cues such as body language in ways that are appropriate to listeners and situations. Takes into account the audience and nature of the information; listens to others, attends to nonverbal cues, and responds appropriately. May make oral presentations. Communicates ideas, suggestions, and concerns, as well as outcomes and progress throughout the process of an activity. Provides thorough and accurate information.

Self-Development: Adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles.

Seeks efficient learning techniques to acquire and apply new knowledge and skills; uses training, feedback, or other opportunities for self-learning and development. Develops and enhances skills to adapt to changing organizational needs. Remains open to change and new information and ideas.

TECHNICAL COMPETENCIES:

Cultural Awareness: Reflects upon the daily living patterns, societal structure, and value systems of the Deaf, DeafBlind, and Hard of Hearing Community.

Observing, comparing, and inquiring about deaf cultural phenomena such as differences among members of the deaf community. Recognizing the cultural norms necessary to function effectively within the Deaf, DeafBlind, and Hard of Hearing Community. When providing services in various work environments, interpreters consult with appropriate persons about proper etiquette to ensure that information is conveyed within the trade norms. Understands the education level of persons who are Deaf, DeafBlind, or Hard of Hearing. Develops respect and understanding of the beliefs, traditions, and cultural values of Deaf people.

Workflow Management: Carries out, completes, and follows up on work that is performed.

Schedules and manages workload to achieve goals. Works independently, resolving all tasks timely. Researches and finds solutions using all available information. Effectively utilizes resources such as equipment, supplies, travel, etc. Makes appropriate choices or exercises sound judgment for a variety of circumstances (lighting, appropriate attire, seating etc.). Participates effectively in meetings, seminars, and training sessions. Reads, comprehends, and implements state and federal laws (ADA, Rehabilitation Act etc.), policies, and regulations relating to Interpreter work. Proficient in writing skills: agency reports, case notes, travel, and time records. Knowledge of Repetitive Motion Injury, how to avoid, and when to ask for a team. Knows own physical tolerance.

Communication Skills: Accurately facilitates communication from the source language (written or spoken English) to consumers using the method most readily understood by the consumer (oral & manual, communication styles).

Ability to recognize and implement correct mode of communication for consumer, i.e.: ASL, PSE, transliteration, MLS, oral interpreting/transliteration. Knows own limits by refraining from interpreting beyond level of training, education, experience, and skills. Presents oral and written information internally or externally using proper grammar, punctuation, content, and style.

Professional Maturity: Possess the capacities and aptitudes acquired by means of personal or professional experience, which enable functions to be fulfilled, and enables the incumbent to deal with situations in the workplace in a professional manner.

Performs all duties required and responds appropriately to supervision and administrative decisions. Is able to assess the situation and appropriately respond. Exhibits the attributes of confidence, assertion, tolerance, patience, and empathy at the appropriate time in stressful or high pressure situations. Knows when to refer an issue to the appropriate level. Aligns personal behavior with agency standards. Continuously assesses work unit for areas of improvements and suggests changes for continuous improvement. Responds appropriately to supervision and administrative decisions, is able to work under and with authority and accepts decisions. Takes initiative to accomplish stated and unstated goals. Maintains appropriate standards of professionalism and only provides information within authority.

Consumer Relations: The ability to interact with consumers and assess their needs with professionalism.

Demonstrates empathy and respect in interaction with consumer. Probes to discover consumers' underlying needs. Maintains a professional distance by understanding the boundaries of the professional role and monitors own personal agenda, refraining from becoming personally involved in a consumer's life. Maintains confidentiality. Maintains impartiality.

Technical: Is proficient in operating technical equipment in performing duties of the job.

Demonstrates the ability to use a variety of interventions/programs (i.e. TTY, FM System, Alarms) to provide independence in life activities and leisure functions. Possesses basic computer knowledge and skills.

ESSENTIAL FUNCTIONS:

Additional essential functions may be identified and included by the hiring agency. The essential functions include, but are not limited to, the following:

1. Provides interpreting services to deaf or hearing-impaired clients.
2. Prepares instructional material and assists in presentations about deaf awareness.
3. Maintains accurate financial records.

EXAMPLES OF WORK:

Examples of work performed in this classification include, but are not limited to, the following:

Interprets from spoken or written English into ASL and reverse interpret ASL into spoken English to facilitate communication between two or more parties.

Provides interpreting services for deaf and hearing-impaired individuals and groups in medical, business, personal, on-the-job training, and/or service delivery settings.

Prepares and develops instructional material instructional materials and aids for the use in deaf and/or hearing-impaired client training.

Assists with presentations to various agencies and groups about deaf awareness and interpreting services to increase public knowledge of ASL and deaf culture.

Completes travel, attendance logs, expense vouchers, and other necessary forms to verify hours worked and to ensure accurate financial transactions.

Performs related or similar duties as required or assigned.

INTERVIEW REQUIREMENTS:

Any candidate who is called to an agency for an interview must notify the interviewing agency in writing of any reasonable accommodation needed prior to the date of the interview.